Introduction to Women’s, Gender, and Sexuality Studies
Fall 2019
T/Th 10:00-11:20 (Section 10)
Mallinckrodt 305

Instructor: Beth Windle, PhD
Lecturer, Department of English and American Literature
Email: ewindle@wustl.edu
Office: Duncker 006

Office Hours
The number of students I teach precludes me from accepting walk-ins during my office hours, so I use Google docs to maintain my student meeting schedule. Bookmark the link I send you early in the semester. From there, you can schedule and cancel meetings at your convenience.

- In order to maintain enough openings for students in all my courses, please schedule no more than one meeting with me per week.
- If you find you need to cancel a meeting, go to the link and delete your appointment. If you need to cancel less than 24 hours before the appointment, please go to the link and delete your appointment and send me an email letting me know.
- Cancellations less than an hour before the meeting are strongly discouraged, as they disrupt my schedule and prevent other students from getting in to see me.

Course Description
This course will provide an introductory examination of major topics and concepts in the interdisciplinary field of women’s, gender and sexuality studies. We will examine the complicated and shifting meanings attached to terms such as “man,” “woman,” “gay,” and “sex.”

Course Objectives and Goals
At the end of this class, students will be familiar with the following key concepts: the history of U.S. women’s movements, various feminisms, sexualities, masculinities, gender identity and expressions, oppression, intersectionality, social construction, gender violence, queer theory and activism, and global women’s issues.

In order to pass this class, students will need to demonstrate the following skills:
1) Ability to use gender and sexuality as analytic categories
2) Ability to perform feminist analysis
3) Ability to think critically, construct and argument, and write coherently

This syllabus includes web links; it is best viewed on a computer in Word.
Required Texts

- Please purchase hard copies of the following texts. They are available at the bookstore in Mallinckrodt and elsewhere. Electronic copies will not suffice.
  - Margaret Atwood, *The Handmaid’s Tale* (1986)
- All other required readings are located in the “Files” section of our Canvas page.
  - You must print and bring hard copies of all readings. This is not negotiable.

Screens Policy

Please do not bring to class electronic devices that can be connected to the internet, including computers and tablets, without prior permission. In “Why I’m Asking You Not to Use Laptops,” Prof. Anne Curzan explains why classroom learning does not benefit from laptop use. Refer to her piece if you have questions about why I’m committed to a screen-free classroom.

Academic Integrity

Students are expected to comply with Washington University’s Academic Integrity Policy. Please contact me early in the semester if you have questions or concerns about this policy.

Disability Accommodations

Students seeking disability-related accommodations and guidance from the University must contact the Disability Resource Center in Cornerstone Center. Eligibility for accommodations is determined on an individual basis, must be supported by professional documentation, and must be renewed each semester. The DRC will guide you through each step of this process.

Sexual Assault Accommodations

The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb, Director of the Office of Sexual Assault and Community Health Services. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

Bias Reporting

The University has a process through which students, faculty, staff, and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team.

Mental Health

Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. Mental Health Services are located in Habif Health Center.
Preferred Name and Pronoun Policy
Washington University recognizes that many students prefer to use names other than their legal ones to identify themselves, and this course affirms people of all gender expressions and gender identities. If you have a preferred name or gender pronoun not yet reflected in the enrollment system, please let me know so that I can refer to you in the proper manner.

Classroom Culture
It is essential to the objectives of this course that students feel comfortable expressing views, exploring alternatives, raising challenges, and asking questions in an atmosphere of open but respectful dialogue.

Potentially Challenging Content
In our class, we will discuss many sensitive topics, such as sexual violence. If there is a particular topic that is uncomfortable or triggering for you, please let me know so that we can make proper accommodations.

Course Requirements
• Your Feminism Manifesto/a, 4-5 pages (20%): Write a statement—you might think of it as a manifesto—a—defining your own feminism. How do you align with or depart from first wave, second wave, third wave, lesbian, black, global, trans*, and queer feminisms? Draw on at least three of our class readings in your response, while maintaining primary focus on your own perspective. No works cited page is required for this assignment, unless you use a source we did not read in class.
  o Please note the formatting requirements for all written assignments, including the current event analysis, local event reports, and take-home final exam:
    12 point Times New Roman or Garamond font
    double spacing
    1 inch margins all around
  o The only assignment to be submitted on Canvas is the take-home final exam. All other assignments must be submitted at the start of class in hard copy form.

• Current Event Analysis, 3 pages (15%): Locate and print an interesting news story from New York Times or Washington Post. Connect the current event to at least two course readings, demonstrating your ability to think about the event/issue through a feminist lens. Attach the printed copy of the news story to your essay. Be prepared to discuss informally.

• 2 Local Event Reports (5%): During the course of the semester, you will attend two approved campus or local events in which gender and/or sexuality are central concerns. For each, you will write a 300-word report that summarizes the event, offers your response to the event, and connects the event to at least one class reading. Approved events can be found on the WGSS webpage. To receive credit for this assignment, you must submit your response within one week of the event you attended. Event reports should be completed on an ongoing basis throughout the semester, but all event reports must be submitted by the last day of classes.
• **Midterm Exam (25%)**: The midterm exam will take place during class (see course calendar). You will be tested on terminology, your understanding of the history of feminist movements and of current issues within those movements, your ability to recall the main arguments of all readings, and your ability to demonstrate an introductory understanding of feminist scholarship.

• **Take-Home Final Exam (30%)**: The final exam will be a comprehensive take-home essay exam, which is due via Canvas at the time and date indicated on the calendar of readings and assignments. I will provide a pre-formatted document in which you should type your answers. Please save that document as a Word or PDF and upload it in the correct location on Canvas.

• **Participation (5%)**: Please annotate or make notes on assigned readings before class and come prepared to share your thoughts. Thoughtful comments and questions are important for your success in this class, as is giving your classmates and instructor your undivided attention during class time.

• **Attendance**: You may be absent from class three times during the term with no questions asked. Each subsequent absence, whatever the reason, will lower your final grade by 1/3 grade increment (whereby, for example, an A- becomes a B+).
# Calendar of Readings and Assignments

NOTE: All reading and written assignments listed underneath each date are due at the **beginning** of class on that date.

Readings marked with * are available on Canvas. Non-starred readings are located in one of our course books.

Remember that this is a no-screens classroom, so you must print all starred articles on our syllabus.

**UNIT 1: Feminisms**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Tues Sept 3</td>
<td>First Wave Feminism</td>
<td>Dicker, pp.21-55</td>
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<td>*Elizabeth Cady Stanton <em>et al</em>, “Declaration of Sentiments” (1848)</td>
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<td>*Sojourner Truth, “Ar’n’t I a Woman?” (1851)</td>
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<td>*Lucy Stone and Henry Blackwell, “Marriage Contract” (1855)</td>
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<td>*State of NY, “Married Women’s Property Act” (1860)</td>
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<td>Thurs Sept 5</td>
<td>Second Wave Feminism</td>
<td>Dicker, pp.57-101</td>
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<td>*Betty Friedan, “The Problem That Has No Name” from <em>The Feminine Mystique</em> (1963)</td>
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<td>*Pamela Ferdinand, “Feminist Teacher Prefers All-Woman Class” (1999)</td>
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<td>Tues Sept 17</td>
<td>Third Wave Feminism</td>
<td>Dicker, pp.123-130</td>
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<td>*Rebecca Walker, “Becoming the Third Wave” (1992)</td>
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<td>*Kimberlé Crenshaw, “Demarginalizing the Intersection of Race and Sex” (1989)</td>
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Thurs Sept 19: Global & Third World Feminism  
*Rebecca Tan, “From France to Denmark, Bans on Full Face Muslim Veils” (2018)

Tues Sept 24: Global & Third World Feminism, continued  

Thurs Sept 26  
**DUE at the start of class: My Feminism Manifesto/a**  
Margaret Atwood The Handmaid’s Tale (1986), pp.1-106

Tues Oct 1  
Atwood, The Handmaid’s Tale, pp.107-195

Thurs Oct 3  
Atwood, The Handmaid’s Tale, pp.196-311 (Read the “Historical Notes” section at the end!)

Tues Oct 8  
**MIDTERM EXAM**

UNIT 2: Understanding Sex & Gender

Thurs Oct 10: Essentialism and Social Construction  
*Anselmi and Law, excerpt from Questions of Gender  
*Judith Lorber, “Night to His Day” (1994)

Tues Oct 15  
**No Class—Fall Break**

Thurs Oct 17: Performativity  

Tues Oct 22: Masculinity  
*C.J. Pascoe, “Dude You’re a Fag” (2005)  
*C.J. Pascoe, “What Do We Mean by Masculinity?” (2011)

Thurs Oct 24: Beyond Binary Gender  
*Susan Stryker, “Contexts, Concepts, and Terms” from Transgender History (2017)  

Tues Oct 29:  
*Paris is Burning (1990) discussion—Please bring your notes and a couple of discussion questions.
UNIT 3: Lesbian, Gay, & Queer Sexualities

Thurs Oct 31

Tues Nov 5
*Michel Foucault, *The History of Sexuality* vol. 1, pp.36-49 (1978)
*John D'Emilio, “Capitalism and Gay Identity” (1983)

Thurs Nov 7

Tues Nov 12

Thurs Nov 14

Tues Nov 19

Thurs Nov 21
*Noreen Giffney, “The ‘q’ Word” (2009)
*Critical-Theory.com, “What the Fuck is Queer Theory?”
*Yasmin Nair, “Against Equality” (2010)

Tues Nov 26
**DUE** at the start of class: Current Event Analysis
Current Event Analysis Informal Presentations/Discussion

Thurs Nov 28 No Class—Thanksgiving

UNIT 4: New Directions in Women’s, Gender, & Sexuality Studies

Tues Dec 3

Thurs Dec 5
*Dean Spade, “Mutilating Gender” (2013)
Course Evaluations

Thurs Dec 12 @ 12:00 noon
**FINAL EXAM DUE** via Canvas—upload as PDF or Word doc.